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ABSTRACT

This Child Development Associate (CDA) training module is designed to help trainees learn how to respond effectively to injured children. Upon completion of this unit, the trainee is expected to be able to use appropriate procedures for treating injuries and accidents which require immediate attention such as having a severe fall, swallowing poison, or sustaining cuts or burns. Instructional and behavioral objectives for learning activities are given. The teacher's materials include an instructor's activity outline, a set of instructor's directions, and an assessment checklist. An activity list, a glossary, a unit overview, and a true-false test supplement specified learning activities for the CDA trainee. Guidelines for designing safety information bulletin board displays are given. (Author/RH)

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CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT I

HEALTH AND SAFETY IN THE CLASSROOM

Module 3

HANDLING EMERGENCIES IN THE CLASSROOM

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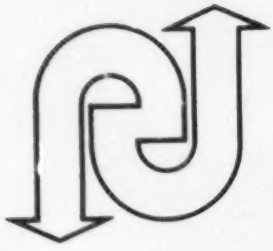

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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit I

Health and Safety In The Classroom

Module 3

Handling Emergencies in the Classroom

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Research For Better Schools, Inc.
School District of Philadelphia

Unit I

Module 3

Unit I

HEALTH AND SAFETY IN THE CLASSROOM

Module 3

HANDLING EMERGENCIES IN THE CLASSROOM

Purpose of the Module

To help trainees acquire knowledge about what to do if a preschool child has an accident such as a severe fall, swallows poisons or receives cuts or burns which require immediate treatment prior to help being obtained. Distinctions about their role and functions in terms of administering first aid and the help of a nurse or doctor are made.

Competency

The trainee is able to use appropriate procedures for treating injuries.

Unit I

Module 3

Module III: First Aid and Emergencies

Instructional Objectives	Behavioral Objectives
Entry Level A. The trainee will know what to do if an accident occurs. B. The trainee will know what to do if a child becomes ill at school C. The trainee will know what to do if a child receives minor cuts, bruises or burns. Intermediate Level D. The trainee knows how to handle emergencies and why they should be handled in the prescribed way. E. The trainee knows how to handle the ill child and why he should be treated in the prescribed way. F. The trainee will know how to treat minor injuries and why a particular procedures is called for.	Entry and Intermediate Levels 1. Given a true/false test, the trainee can answer 75% of the questions correctly as they relate to stopping bleeding, restoring breathing, poison, burns, broken bones, moving injured people and shock.

Unit I

Module 3

Instructional Objectives	Behavioral Objectives
Mastery Level G. The trainee is able to handle a variety of emergency situations. H. The trainee is able to handle illnesses which cccur in school. I. The trainee is able to treat and handle minor injuries in the classroom.	Mastery Level 1. Being observed running a parent's meeting, the trainee can meet 75% of the criteria set out on an observation sheet as it relates to preplanning for the meeting, content and procedures of the meeting, evaluation of the meeting, understanding of content of meeting, ability to communicate information to parents.

Unit I

Module 3

Health and Safetv in the Classroom

Module 3. Handling Emergencies in the Classroom

Trainee: _____

Instructor: _____

Field Supervisor: _____

	How Manv?	Where	When
Class Sessions	1 2		
Field Visits	1 2		

Unit I

Module 3

Instructor's Activity Outline

Activity	Time	Materials	Notes
*Overview of Session (I)			Trainees should have been given pamphlet "What everyone Should Know About First Aid" a week before first session. They should also be told to know it well enough to be tested on it during the first session.
1. Checking Activity on First Aid and Emergency Booklet (S-1C)		Activity Folder U1, M3, A1	
2. Introduction of Module Project (I)			
3. Planning Procedures for Parent's Meeting (I)			
4. Summary (I)			
Break			
5. Other Consideration for Parent Meeting (I)			
6. Assignments (I)		Activity Folder U1, M3, A6	
7. Field Visit Assignment (1)			
8a. Retest of booklet from first session (S-1C)		Test	
8b. Discussion of assignment (S)			
9. Final Planning for Parent's Meeting (I)			
10. Field Assignment			Field Supervisor attends Parent's Meeting
*Please turn to Page 24 for special instructions for the overview.			

Unit I

Module 3

Instructor's Directions

Session Overview

Purpose of Activity: To tell trainees what the module is about and what they will be covering in the session.

Mode: Discussion

Setting: Total Group

Checking Activities: 0

Procedures:

1. Explain need for learning about first aid and emergency procedures in classroom.
   - trainee may be only adult around if or when child has accident.
   - some accidents require immediate attention which could save a child's life.
   - sometimes accidents occur and there just isn't time for trainee to look up what has to be done.
2. Discuss contents of module.
   - trainees have already read booklet which describes emergency procedures.

(Session Overview - Cont.)

- trainees will be tested on knowledge of procedures first. If anyone has trouble passing test, they can retake it at second session.

- trainees will be asked, for the next two sessions, to plan a parent's meeting to inform them of emergency procedures. It will help parents and trainees. Learn them well.

1

Unit I

Module 3

Instructor's Directions

Checking Activity on First Aid and Emergency Booklet

Purpose of Activity: To see if trainees know entry and intermediate level of module.

Mode: Test

Setting: Individual

Checking Activities: 1 (E.1)

Procedures

1. Pass out test to trainees.
   - tell them it is a true/false test.
   - explain that they don't have to get all of them right.
   - tell them that if they don't pass, they will have a chance to take the test over again.
   - tell them to begin.

2. Pass out answer sheets to trainees and have them correct the test themselves.

3. Go over test with trainees.

   . ask for questions that gave them problems

   . discuss correct answers until trainees are sure that they understand.

4. Have trainees put test in notebook.

5. Remind trainees that if they didn't pass they will have a chance to at the next session.

6. Have trainee record results in log.

2

Unit I

Module 3

Instructor's Directions

Introduction of Module Project

Purpose of Activity: To introduce and explain development of Project-Parent Meeting about First aid.

Mode: Discussion

Setting: Total Group

Checking Activities: 0

Procedure:

1. Establish need for disseminating information to parents by way of a parent meeting.
   - parents often do not know emergency methods.
   - highest accident rate occurs before age 9. Ages 2 and 3 are the most vulnerable.
   - a parent meeting of this type will help strengthen home-school relations.
   - planning and implementing a meeting of this type will provide a practical application for the trainees and what they will learn in this module.

Unit I

Module 3

3

Instructor's Directions

Establishing Planning Procedures for Parent's Meeting

Purpose of Activity: To develop beginning planning skills among the trainees.

To introduce the major steps in a planning procedure: 1) establishing objectives, 2) selecting learning activities and methods of presentation to accomplish the objectives, and 3) planning a means of evaluating.

Mode: Discussion

Setting: Total Group

Checking Activities: 0

Procedures:

1. Planning for 1) Planning, 2) Implementation, 3) evaluation.

   . with trainees, establish some major objectives for parent meeting.

   Suggestion - Start trainees thinking by asking such questions as, "By the end of the meeting, what should parents be able to do, or feel, or know?". Objectives may include:

(Activity 3-Cont.)

1. By the end of the meeting, parents will know where to get information on emergency and first aid treatment.

2. By the end of the meeting, parents will ask for more information on emergency and first aid treatment.

3. By the end of the meeting, parents will have forms to be attached to home phones, giving the phone numbers for a local hospital, fire department and police emergency numbers.

- After trainees have developed objectives, help them establish activities to correlate with and satisfy the objectives.

- Trainee may conceptualize the need for more than one activity per objective and the need to vary modes of presentation.

  For example:
  1. a fact sheet to be distributed to parents.
  2. a special "numbers" attachement sheet for the telephone.
  3. a film
  4. a slide/tape presentation.

- Decide with the trainees what activities will be used for the Parent Meeting.

- Check with trainees that the activities meet the objectives.

2. Go over with trainees ways of finding out whether the objectives have been met. Suggestions:

   1. have simple questionnaire that parents can fill out at the end of meeting.
   2. make home visits to see if parents have phone numbers listed, etc.
   3. give parents an assignment which will indicate whether or not they are using or doing anything that was recommended.

- Select with trainees which form of evaluation will be used for Parent Meeting.

Unit I

Module 3

41

Instructor's Directions

Summary

Purpose of Activity: Review with trainees what has been accomplished during the session.

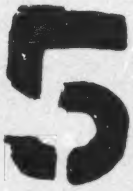
Mode: Discussion

Setting: Total Group

Checking Activities: 0

Procedures:

1. Restate and write on board objectives developed with trainees.
2. Restate and write on board activities developed with trainees to meet objectives.
3. Restate and write on board evaluation developed with trainees to meet objectives.
4. Have trainees copy objectives, activities and evaluation in notbook for use in next session.



Unit I

Module 3

Instructor's Directions

Other Considerations for Parent Meeting

Purpose of Activity: To develop with trainees other planning needs for a Parent Meeting.

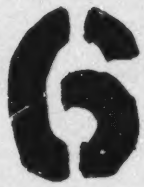
Mode: Discussion

Setting: Total Group

Checking Activities: 0

Procedures:

1. Plan for:
   - Refreshments
   - Taking attendance
   - Announcements to be made at meeting.
   - Other staff members who may want to say or do something
   - Notifying parents of meeting
   - Arranging for room
   - Clearing meeting with central staff
   - Establishing time (how long meeting should last)
   - Agenda for meeting.



Unit I

Module 3

Instructor's Directions

Assignments

Purpose of Activity: To give out assignment for next session.

Mode: Discussion

Setting: Total Group

Checking Activity: _____

Procedures:

1. Have each trainee select one of the activities established in the planning session.
   - Have trainee write out content for that activity and suggest procedure for presentation to parents.
   - Tell trainees that at the next session we will pull all of the work together and use it for the meeting.

Unit I

Module 3

7

Instructor's Directions

Field Visit Assignment

Purpose of Activity: To give out field assignment.

Mode: Discussion

Setting: Total Group

Checking Activities: 0

Procedures:

1. Establish the need for a bulletin board display in each center.

   . to motivate parents' interest in attending the parent's night.

2. Have students prepare the design of bulletin board for parents on emergencies and first aid.

   . distribute sheet illustrating a sample bulletin board and a sheet giving guidelines for making a bulletin board.

   . go over with trainees.

(Activity 7- cont.)

- trainee will be responsible for having a design for a bulletin board for Field Supervisor - once approved, they can set it up.

Unit I

Module 3

7

Field Supervisor Information

Your Objective: To go over with trainee plan for making a bulletin board.

What to Do

1. Ask how the plan worked out.
2. Go over the plan with trainee.
3. Make corrections.
4. Give approval for making actual bulletin board.

Required Materials

1. Copy of trainee's Activity Folder 6.

Unit I

Module 3

Instructor's Directions

Introduction of Second Session

Purpose of Activity: To continue and complete plans for Parent Meeting.

Mode: Discussion

Setting: Total Group

Checking Activity: None

Procedures:

1. Go over with group objectives for session:
   a. Retest trainees who need it.
   b. Finalize plans for Parent's Meeting.

Unit I

Module 3

Instructor's Directions

Retest of Booklet From First Session

Purpose of Activity: To retake test on emergencies and first aid.

Mode: Test

Setting: Individual

Checking Activity: 0

Procedures:

1. Administer same test to trainees who did not pass test during the first session.
   - hand out new test
   - explain again that they do not have to get every one right
2. When trainees have completed test, hand out answer sheet and allow them to correct themselves.
3. Have each trainee taking the test meet individually with you to go over the test.

(Activity 8a - Cont.)

- If a trainee did not pass, see if you can identify what the problem is and help correct it. Arrange for another test.

Unit I

Module 3

Instructor's Directions

Introduction of Second Session

Purpose of Activity: To have trainees not taking a retest share information they got from centers as their assignment.

Mode: Discussion

Setting: Small Group

Checking Activities: 0

Procedures:

1. Tell trainees to get together and share information they got for class today.
2. Have trainees who are not taking test identify themselves.
3. Have trainees read directions in their activity sheets and begin.

Unit I

Module 3

Instructor's Directions

Final Planning for Parent's Meeting

Purpose of Activity: To finalize with trainees plans for Parent's Meeting on First Aid and Emergencies.

Mode: Discussion

Setting: Total Group

Checking Activities: 0

Procedures:

1. Have trainees report their homework to group.
   - . write on board major concepts reported.
   - . write on board procedures for developing concepts.
   - . encourage trainees to comment on reports.
2. Have trainees rate reports.
   - . criteria for rating:
     - relevance to subject
     - imagination and interest
     - if trainee would want to use approach at her meeting.

(Activity 9- cont.)

3. Have trainees put together or consolidate assignments worthy of use for meeting.

4. Have trainees break into small groups to work on specific projects related to the first aid and emergency content of this module; e.g.,

   - fact sheet or sheets for parents taken from booklet to facilitate changes which may be necessary for parent's reading level.
   - development of evaluation sheet for evaluating Parent's Meeting.
   - flannel board presentation.
   - development of a series of posters to illustrate emergency or first aid concerns.

5. Bring group back together and share what they have done.

   - have trainees recommend changes.
   - make changes agreed upon by all trainees.
   - agree on final version of projects to be used.

6. Plan for related areas for meeting.

   - have trainees select one of the areas to work on. Possible selections are:

     agenda

     taking attendance

     notifying parents of meeting

   - have trainees break into three groups to work on above three areas.
   - instructor works with each group and offers ideas as needed.
   - bring groups together and share work.
   - have trainees recommend changes.

(Activity 9 - cont.)

- bring groups together and share work.
- have trainees recommend changes.
- make changes agreed upon by all trainees.
- agree on final versions

7. List with trainees on board all of what is the final version of Parent's Meeting.
   - have trainees check to make sure everything is included.
   - have trainees decide on order of things for presentation.
   - have trainees decide on when things must be done to be ready for meeting. For example, when should a letter to parents notifying them of meeting be run off and sent to parents.

8. Summarize by listing in proper order what they will do for Parent's Meeting, when they will do it and in what order they will do it.

Unit I

Module 3

10a

Field Supervisor's Directions

Field Assignment

Purpose of Assignment: To observe trainee carry out Parent's Meeting.

Mode: Parent Meeing

Setting: Group

Checking Activity: M2

Procedures:

1. Attend Parent Meeting
   - check to see if trainee has followed plan developed in class.
   - check to see if trainee carried out all that she decided on prior to meeting.
   - record on observation sheet.
   - meet with trainee after meeting and go over sheet.

Unit I

Module 3

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Field Supervisor's Directions

Observation Sheet

75%
Mastery Level
Required

	Yes	No
Did trainee send out notification to parents?	___	___
Was it in enough time?	___	___
Did trainee plan for taking attendance?	___	___
Did trainee use content and procedures developed in class?	___	___
If not, was content relevant and as good or better?	___	___
Did trainee have an evaluation planned for meeting?	___	___
Was it appropriate to objectives?	___	___
On the whole did trainee demonstrate an understanding of first aid and emergency procedures?	___	___
Was trainee able to communicate this information to parents?	___	___

Module 3

There are some activities in this module that require special materials. The materials needed are:

For Activity 0

A pamphlet "What Everyone Should Know About First Aid". This pamphlet can be secured from your local Red Cross Headquarters. You will need a pamphlet for each trainee.

Unit I

Module 3

Activity List

Activity	Materials	Special Instructions
o Overview of Session (I)		
1.Test of Booklet (S-1C)	Activity Folder U1-M3-A1	
2.Module Introduction (I)		
3.Planning Procedures (I)		
4.Summary (I)		
5.Other Considerations (I)		
6.Assignments (I)	Activity Folder U1-M3-A2	
7.Field Visit Assignment (I)		
8.Intro. of 2nd Session (I)		
8a.Retest (S-1C)	Activity Folder U1-M3-A3	
8b.Assignment of Discussion (S)		
9.Final Planning (I)		
10.Field Assignment		

Unit I

Module 3

GLOSSARY

tourniquet	- a tight wrapping that helps stop bleeding
abrasions	- cuts and scratches where the skin is broken
puncture	- a very deep wound caused by a long, sharp object
antidote	- something to stop the effect of a poison
artificial respiration	- what you do to restore breathing once someone has stopped breathing
acids	- see "Poison" (p. 8 in the 1st Aid booklet)
alkalis	- see "Poison" (p. 8 in the 1st Aid booklet)
strychnine	- see "Poison" (p. 8 in the 1st Aid booklet)
kerosene	- see "Poison" (p. 8 in the 1st Aid booklet)
fracture	- a broken bone
deformity	- one of the signs of a fracture. If a bone is broken, the arm or leg may look as though it is bent at a funny angle. This is deformity.
tissue	- skin and muscle
shock	- The failure of the body systems to work because of poor blood circulation after an injury. A pale face, moist skin, and nausea are common signs of shock.

Module III: Handling Emergencies in Your Classroom

Overview

What should we do if Tommy falls off the jungle gym? Should we move him? What kind of fall means that we can move him? Or, what kind of fall says: Do not move the child at all!!! What should we do if Nancy swallows some Comet while she is cleaning up? Is there something we can give her right away to help her? Who should we tell in our center about it? WHAT SHOULD WE DO?

This module will tell you what to do if there are accidents in your classroom, and you have to do something in a hurry. Often, teachers have to handle emergencies. They must know exactly what to do, when to do what, and why they must do it in a certain way. After you complete this module we hope you will know these things. You will feel that you can handle emergencies safely.

Unit I

Module 3

Checking Activity

Purpose of Activity: To know if trainee knows what to do in an emergency based on booklet.

Directions for Activity

1. For this activity you will need:
   a) test
   b) pencil or pen
   c) answer sheet

2. Read questions and answer them.

3. When you have finished, get answer sheet and correct yourself.

4. If you answer 33 questions right, you have passed the test.

Mode: Test

Setting: Individual

Checking Activity 1

Unit I

Module 3

Checking Activity

Stopping Bleeding

	True	False
1. To stop bleeding put direct pressure on the wound.	____	____
2. Puncture wounds are not dangerous because there are no germs to worry about.	____	____
3. There is no need to ever use a tourniquet.	____	____
4. It is always important to wash your own hands first and then wash the wound for minor cuts, scratches, and abrasions.	____	____
5. To help control bleeding in an arm, press the blood vessel against upper arm bone with fingers on inside of arm half-way between the shoulder and elbow.	____	____
6. To help control bleeding, press the blood vessel against the pelvic bone with side of heel of hand at point of crease between the thigh and body.	____	____

Restoring Breathing

Mouth to Mouth

1. First, you should remove all foreign matter and tilt the head so the chin points up.	____	____

Unit I

Module 3

	True	False
2. It is not necessary to pull lower jaw to jutting out position to assure an open airway.	____	____
3. You must place your mouth tightly over the mouth of the victim and close nostrils with your fingers.	____	____
4. You must blow into mouth till chest rises.	____	____
5. You must remove mouth to let air come out.	____	____
6. You must repeat every 3 seconds for children	____	____
7. It is not necessary to keep at it till he breathes.	____	____

Chest Pressure

1. First you wipe out foreign matter from mouth.	____	____
2. You do not have to put something under shoulders to raise them so head will drop back.	____	____
3. You kneel at his feet, grasp wrists, cross them and press over lower chest to force air out.	____	____

	True	False
4. You release pressure by pulling arms outward and upward and backward over head as far as possible to cause air to rush in.	____	____
5. You do not have to repeat every 5 seconds.	____	____

Poison

1. Usually you should give large quantities of milk or water to dilute poison.	____	____
2. You induce vomiting and continue giving fluids. You should also keep the victim vomiting until only clear fluid comes up.	____	____
3. It is not necessary to give a specific antidote even though it is on the label.	____	____
4. You should not induce vomiting if these substances have been swallowed: a) strong acids c) strychnine b) strong alkalis d) kerosene	____	____
5. The number of the Poison Information Center is Wa 2 - 5523	____	____

Burns

1. You can tell first degree burns because blisters develop.	____	____

	True	False
2. You should cover 1st degree burns with a thick, dry, sterile bandage.	____	____
3. You can tell second degree burns because the skin is reddened.	____	____
4. You can tell third degree burns because the skin is destroyed and the tissues damaged.	____	____
5. For first degree burns, you cover with a thick, dry, sterile bandage.	____	____
6. For second and third degree burns, cut away loose clothing, cover burn with sterile dressing thick enough to keep out air.	____	____
7. You should never break blisters or use ointment.	____	____
8. You should not do anything for a sunburn.	____	____
9. You use large quantities of running water to wash away chemicals.	____	____

Broken Bones

1. You can suspect a fracture if there is pain when moved, or swelling, tenderness or deformity.	____	____

	True	False
2. It is a simple fracture if it is a broken bone with an open wound.	____	____
3. It is a compound fracture if there is a broken bone but no open wound.	____	____
4. You should move a victim only if he is in the path of immediate danger.	____	____
5. If someone has a sprain you should lift up the injured part, apply ice packs and you should not use heat.	____	____

Moving Injured People

1. You should never move a victim until after he has been examined or gotten first aid.	____	____
2. If it is necessary to move the victim, you should put a blanket underneath him and pull him length-wise.	____	____
3. It is not necessary to keep the child quiet or protected or reassured.	____	____

Shock

1. You can usually tell shock by a pale face, moist skin, and nausea.	____	____
2. You should place head level or lower than feet.	____	____
3. It is not necessary to keep someone in shock warm.	____	____

Unit I

Module 3

Answer Sheet for True False Test

Stopping Bleeding

1. T
2. F
3. F
4. T
5. T
6. T

Restoring Breathing

Mouth to Mouth

1. T
2. F
3. T
4. T
5. T
6. T
7. F

Chest Pressure

1. T
2. F
3. F
4. T
5. F

Poison

1. T
2. T
3. F
4. T
5. T

Burns

1. F
2. T
3. F
4. T
5. T
6. T
7. T
8. F
9. T

Broken Bones

1. T
2. F
3. F
4. T
5. T

Moving Injured People

1. T
2. T
3. F

Shock

1. T
2. T
3. F

Unit I

Module 3

Assignments

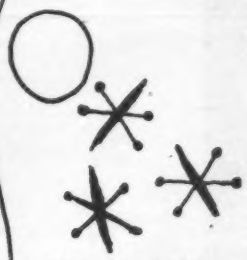
Purpose of Activity: To get assignment for next session.

Directions for Activity 6

1. For this activity you will need:
   a) sample bulletin board sheet
   b) guidelines for bulletin board making

SAMPLE BULLETIN BOARD

DO YOU KNOW WHAT'S WRONG WITH...



JACKS AND A BALL

LIFT FOR ANSWER

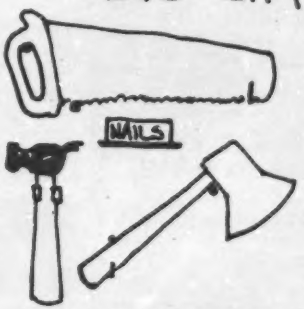
CHILD'S TOYS SHOULD BE LARGER THAN HIS FIST.

THIS MEDICINE CABINET

LIFT FOR ANSWER

PRESCRIPTION DRUGS STORED SOMEWHERE ELSE OUT OF REACH.

TOOL DISPLAY



LIFT FOR ANSWER

SHARP TOOLS KEPT OUT OF CHILDREN'S REACH.

YOU... IF YOUR CHILD HAS AN ACCIDENT

LIFT FOR ANSWER

FOR A COMPLETE ANSWER, ATTEND PARENTS' NIGHT.

FOR THESE ANSWERS AND MORE...
PARENTS' NIGHT

DATE TIME

Unit I

Module 3

Guidelines for Bulletin Board

Captions

1. Print using caps and lower case (this is the kind of print that children will be introduced to in reading).

2. Letters should be 3" high.

3. Outline in pencil and go over with magic marker.

4. If caption is a complete sentence, treat as such.
   Example: Spring comes in the month of March.

5. If caption is a title, capitalize main words.
   Example: Time For Fun

Purpose of Bulletin Board

1. Is board to motivate, draw interest, inform, decorate, teach
   Example: If you want to motivate, you may want to ask questions but not give answers.

Construction

1. A working bulletin board is best use of space:
   Example: find ways that labels can match pictures or people can lift up flaps to find answers or kids can use as a game board
2. Avoid dangerous things like straight pins.

Materials

Be creative! Use your imagination.

Unit I

Module 3

8b

Discussion of Assignment

Purpose of Activity: To share assignment with other trainees.

Directions for Activity 8b

1. For this activity you will need:
   a) your homework assignments
   b) extra paper and pen or pencil

2. Discuss with other trainees not taking the retest what you did for your assignment. Take turns reporting to one another.

3. Take notes on what the others have done so you can comment on it when we all get together.

Mode: Discussion
Setting: Small Groun
Checking Activitv